

Grade 6 SS/ELA
Unit 2: River Valley Civilizations

Lesson 1: Steps toward Civilization

Overview:

The Agricultural Revolution leads to the development of the characteristics of effective civilizations.

Suggested time allowance: 1 class period

Standards:

SS2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

SL.6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Enduring Understanding:

Technological developments trigger turning points in history

Essential Unit Question:

How did the Agricultural Revolution lead to the development of civilization?

Resources/Materials for this lesson:

- SMARTBoard Activity (included)
- “Agricultural Revolution.” BrainPop. 3 April 2011.
<http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/> Animation. How people lived before the Agricultural Revolution, and just what agriculture is. What it means to domesticate a plant or an animal, and why life wasn’t immediately easier once people started to settle down. Talks about some of the problems that agricultural societies face, but also the benefits that a more stable food supply can provide. Subscription, but offers a free trial.

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Activities/Procedures:

Day 1

1. Project the SMART Board Activity Slide 1. (included) After students answer the questions in writing as a do now, discuss as a whole class “How do you think people discovered farming?” “What did they do before that discovery to obtain food?”
2. Explain that the development of farming was a turning point in the history of human beings. Review the meaning of the term “turning point.”
3. Introduce a photo of Catal Hyuk on Slide 2. Students will analyze and deduce characteristics of an early Neolithic Era settlement.
4. Show “Agricultural Revolution.” BrainPop.
<http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/> Clarify the vocabulary introduced in the video: agriculture, surplus, domestication of plants and animals. Discuss the problems and benefits of the introduction of agriculture.
5. Explain that once people could stay in one place and produce a surplus of food, civilization began to emerge. Project Slide 4 and discuss what is meant by each element of civilization.
6. Project slide 5 and have student complete the flow chart.

Evaluation/Assessment:

- Exit ticket: Explain how a surplus of food allowed the development of civilization.

Vocabulary (See Unit Glossary for definitions)

- agriculture
- archaeology
- artisan
- city
- civilization
- domestication
- government
- neolithic
- paleolithic
- religion
- specialization
- surplus
- technology
- trade